DOCUMENT RESUME

ED 389 128 EC 304 414

AUTHOR Gonzalez, Patricia A.
TITLE Causes and Cures of Teacher Attrition: A Selected Bibliography Focusing on Special Educators.
INSTITUTION National Association of State Directors of Special Education, Alexandria, VA.
SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE Aug 95
CONTRACT H029V30001
NOTE 9p.
AVAILABLE FROM National Association of State Directors of Special Education, Inc., 1800 Diagonal Road, Suite 320, King Street Station 1, Alexandria, VA 22314 ($5.95).
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Disabilities; Elementary Secondary Education; Job Satisfaction; *Labor Turnover; *Occupational Mobility; *Special Education Teachers; Stress Variables; Teacher Attitudes; Teacher Characteristics; Teacher Morale; *Teacher Persistence; Work Environment

ABSTRACT

This bibliography identifies 66 publications on causes and cures of teacher attrition, with a focus on special educators. The materials cover the period 1980-1995 and cover topics such as: teacher retention in urban schools, the condition of education in rural schools, burnout among special education teachers, predictors of retention and satisfaction for general and special educators, teacher transfer from special to general education, supporting both experienced and beginning special education teachers, models of teacher retention, interventions to reduce burnout and improve retention of special educators, retaining first-year teachers, role conflict among special education teachers, black and white teacher satisfaction, attrition among teachers of students with learning disabilities, attrition and burnout factors among teachers of students with emotional disturbances, effective inservice techniques for retaining special education teachers, workplace conditions that affect teacher quality and commitment, approaches to alleviating personnel shortages in special education, and teacher stress and coping skills. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 389 128

CAUSES AND CURES OF TEACHER ATTRITION: A SELECTED BIBLIOGRAPHY FOCUSING ON SPECIAL EDUCATORS

Prepared By: Patricia A. Gonzalez, Ph.D.
Networking System for Training Education Personnel

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION, INCORPORATED

NASDSE

August, 1995

EC 304114

BEST COPY AVAILABLE

This work was supported in whole or in part by the U.S. Department of Education (Cooperative Agreement No. H029V30001). However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the Department should be inferred.

CAUSES AND CURES OF TEACHER ATTRITION: A SELECTED BIBLIOGRAPHY FOCUSING ON SPECIAL EDUCATORS

Abelson, A. G. (1986). A factor analytic study of job satisfaction among special educators. *Educational and Psychological Measurement, 46*, 37-43.

Ascher, C. (1992). *Retaining good teachers in urban schools* (ERIC Digest No. 90-4). Washington, DC: ERIC Clearinghouse on Teacher Education.

Banks, S. R., & Necco, E. G. (1990). The effects of special education category and type of training on job burnout in special education teachers. *Teacher Education and Special Education*, 13(3-4), 187-191.

Billingsley, B. S. (1993). Teacher retention and attrition in special and general education: A critical review of the literature. *The Journal of Special Education, 27*, 137-174.

Billingsley, B. S., & Cross, L.H. (1992). Predictors of commitment, job satisfaction, and intent to stay in teaching: A comparison of general and special educators. *The Journal of Special Education, 25*, 453-471.

Billingsley, B. S., & Cross, L.H. (1991). Teachers' decisions to transfer from special to general education. *The Journal of Special Education, 24*, 496-511.

Billingsley, B. S., Bodkins, D., & Hendricks, M. B. (1993). Why special educators leave teaching: Implications for administrators. *Case In Point, 7*(2), 23-39.

Billingsley, B. S., Pyecha, J. N., Smith-Davis, J., Murray, K., & Hendricks, M. B. (1995). *Improving the retention of special education teachers: Executive summary*. Research Triangle Park, NC: Research Triangle Institute.

Billingsley, B. S., Warger, C., Littrell, P., & Tomchin, E. (1993). Supporting experienced and beginning teachers of students with disabilities. In B. S. Billingsley (Ed.), *Program leadership for serving students with disabilities* (pp. 405-420). Blacksburg: Virginia Tech.

Bloland, L. P., & Selby, T. J. (1980). Factors associated with career change among secondary school teachers: A review of the literature. *Educational Research Quarterly, 5*(3), 13-24.

Bobbitt, S. A., Leich, M. C., Whitener, S. D., & Lynch, H. F. (1994, May). *Characteristics of stayers, movers, and leavers: Results from the teacher followup survey, 1991-92* (NCES 94-337). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Boe, E. E. (1990, November). *Comprehensive retention and attrition model (CRAM).* Paper presented at the Research Forum on Differing Approaches to Defining and Measuring Personnel Supply and Demand, Washington, DC.

Bogenschild, E. G., Lauritzen, P., & Metzke, L. (1988). *A study of teacher attrition.* Milwaukee, WI: Marquette University, College of Education. (ERIC Document Reproduction Service No. 311 614)

Brownell, M. T., & Smith, S. W. (1993). Understanding special education teacher attrition: A conceptual model and implications for teacher educators. *Teacher Education and Special Education, 16,* 270-282.

Brownell, M. T., & Smith, S. W. (1992). Attrition/retention of special education teachers: Critique of current research and recommendations for retention efforts. *Teacher Education and Special Education, 15,* 229-248.

Brownell, M. T., Smith, S. W., & Lenk, L. (1993, April). *Teacher attrition in special education: Qualitative inquiry into teachers' decisions to stay in or leave the classroom.* Paper presented at the Annual Meeting of the American Educational Research Association, Atlanta, GA.

Carter, S. (1994). *Organizing Systems to support competent social behavior in children and youth: Teacher stress and burnout.* Eugene: University of Oregon, Western Regional Resource Center.

Chapman, D. W. (1983). A model of the influences on teacher retention. *Journal of Teacher Education, 34,* 43-49.

Chapman, D. W. (1984). Teacher retention: The test of a model. *American Educational Research Journal, 21,* 645-658.

Chapman, D. W., & Green, M. S. (1986). Teacher retention: A further examination. *Journal of Educational Research, 79,* 273-279.

Conley, S., & Levinson, R. (1993). Teacher work redesign and job satisfaction. *Educational Administration Quarterly, 29,* 453-478.

Cooley, E., & Yovanoff, P. (1994). *Supporting professionals-at-risk: Evaluating interventions to reduce burnout and improve retention of special educators.* Manuscript submitted for publication.

Cooper, M. G., & Morey, A. I. (1989). Developing thoughtful practitioners: A school/university collaboration for retaining first-year teachers. In A. M. Garibaldi (Ed.), *Teacher recruitment and retention with a special focus on minority teachers*. Washington, DC: National Education Association.

Crane, S. J., & Iwanicki, E. F. (1986). Perceived role conflict, role ambiguity, and burnout among special education teachers. *Remedial and Special Education, 7*(2), 24-31.

Culver, S. M., Wolfle, L. M., & Cross, L. H. (1990). Testing a model of teacher satisfaction for blacks and whites. American *Educational Research Journal, 27*, 323-349.

Cross, L. H., & Billingsley, B. S. (1994). Testing a model of special educators' intent to stay in teaching. *Exceptional Children, 60*, 411-421.

Culver, S. M., Wolfle, L. M., & Cross, L. H. (1990). Testing a model of teacher satisfaction for blacks and whites. *American Educational Research Journal, 27*, 323-349.

Dangel, H. L., Bunch, A. W., & Coopman, M. P. (1987). Attrition among teachers of learning disabled students. *Learning Disabilities Focus, 2*, 80-86.

Farber, B. A. (1991). Crisis in education: Stress and burnout in the American teacher. San Francisco: Jossey-Bass.

Fimian, M. J., & Blanton, L. P. (1986). Variables related to stress and burnout in special education teacher trainees and first-year teachers. *Teacher Education and Special Education, 9*, 9-21.

Firestone, W. A., & Pennell, J. R. (1993). Teacher commitment, working conditions and differential incentive policies. *Review of Educational Research, 63*, 489-525.

Florida Department of Education. (1990). *Recruiting, Retaining, and Developing Exceptional Teachers: Strategies for Florida School Districts*. Tallahassee: Author.

Frank, A. R., & Keith, T. Z. (1984). Academic abilities of persons entering and remaining in special education. *Exceptional Children, 51*, 76-77.

Frank, A. R., & McKenzie, R. (1993). The development of burnout among special educators. *Teacher Education and Special Education, 16*, 161-170.

Friedman, I. A. (1991). High- and low-burnout schools: School culture aspects of teacher burnout. *The Journal of Educational Research, 84*(6), 325-333.

Gallagher, D.J. (1993). The problems of getting started: What administrators should know about beginning special education teachers. *Case In Point, 7*(2), 11-21.

Gayles, A. R. (1989). Effective in-service techniques for promoting teacher retention. In A. M. Garibaldi (Ed.), *Teacher recruitment and retention with a special focus on minority teachers*. Washington, DC: National Education Association.

Greer, J. G., & Greer, B. B. (1992). Stopping burnout before it starts: Prevention measures at the preservice level. *Teacher Education and Special Education, 15,* 168-174.

Greer, J. G., & Wethered, C. E. (1984). Learned helplessness: A piece of the burnout puzzle. *Exceptional Children, 50,* 524-530.

Grissmer, D. W., & Kirby, S. N. (1987). *Teacher attrition: The uphill climb to staff the nation's schools* (Report No. 0-8330-0869-2). Santa Monica, CA: The Rand Corporation. (ERIC Document Reproduction Service No. ED 291 735)

Hart, A. W. (1994). Work feature values of today's and tomorrow's teachers: Work redesign as an incentive and school improvement policy. *Educational Evaluation and Policy Analysis, 16,* 458-473.

Jacobson, S. L. (1988). The distribution of salary increments and its effect on teacher retention. *Educational Administration Quarterly, 24,* 178-199.

Johnson, S. M. (1986). Incentive for teachers: What motivates, what matters. *Educational Administration Quarterly, 22,* 54-79.

Kushman, J. W. (1992, February). The organizational dynamics of teacher workplace commitment: A study of urban elementary and middle schools. *Educational Administration Quarterly, 28*(1), 5-42.

Lawrenson, G. W., & McKinnon, A. J. (1982). A survey of classroom teachers of the emotionally disturbed: Attrition and burnout factors. *Behavioral Disorders, 8,* 41-49.

LeCompte, D., & Dworkin, A. G. (1991). *Giving up on school: Student dropouts and teacher burnouts*. Newbury Park, CA: Corwin.

Morvant, M., Gillman, J., & Munch, C. (1995, February). *A closer look at the decision to leave special education teaching: Themes from in-depth interviews with former teachers*. Paper presented at the annual conference of the American Educational Research Association, New Orleans, LA.

Murnane, R. J., Singer, J. D., & Willett, J. B. (1988). The career paths of teachers: Implications for teacher supply and methodological lessons for research. *Educational Researcher, 17*(6), 22-30.

Murnane, R. J., Singer, J. D., & Willett, J. B. (1989). The influences of salary and "opportunity costs" on teachers' career choices: Evidence from North Carolina. *Harvard Educational Review, 59*, 325-346.

National Association of State Directors of Special Education. (May, 1993). Recruiting and retaining special educators: It's everybody's job. *Liaison Bulletin, 19*(4).

Olson, J., & Matuskey, P. V. (1982). Causes of burnout in SLD teachers. *Journal of Learning Disabilities, 15*, 97-99.

Platt J. M., & Olson, J. (1990). Why teachers are leaving special education: Implications for preservice and inservice educators. *Teacher Education and Special Education, 13*, 192-196.

Rosenholtz, S. J. (1989). Workplace conditions that affect teacher quality and commitment: Implications for teacher induction programs. *The Elementary School Journal, 89*, 421-439.

Rosenholtz, S. J., & Simpson, C. (1990). Workplace conditions and the rise and fall of teachers' commitment. *Sociology of Education, 63*, 241-257.

Singer, J. D. (1993). Once is not enough: Former special educators who return to teaching. *Exceptional Children, 60*, 58-72.

Singer, J. D. (1993). Are special educators' career paths special? Results from a 13-year longitudinal study. *Exceptional Children, 59*, 262-279.

Smith-Davis, J. (1992, May). *Personnel supply, demand, recruitment and retention*. Paper presented at the Institute on Strategic Planning, National CSPD Collaboration Institute Project, New Orleans, LA.

Smith-Davis, J., & Billingsley, B. S. (1993). The supply/demand puzzle. *Teacher Education and Special Education, 16*, 205-220.

Smith-Davis, J., & Murray, K. (1991, February). *From the field: A resource report on approaches to alleviate personnel shortages in special education*. Reston, VA: The Council for Exceptional Children, National CSPD Collaboration Institute Project.

Stern, J. D. (Ed.). (1994). *The condition of education in rural schools*. Washington, DC: U.S. Department of Education.

Sweeney, D. P., & McCabe, M. (1992). An analysis of stress related to teacher retention in general, special, and bilingual education. *Teacher Education Quarterly, 19*(3), 57-77.

Wheeler, L., Reilly, T., & Donahue, C. (1984). Teacher's perceptions of stress and coping skills. *Severe Behavior Disorders of Children and Youth, 7*, 86-93.

Weiskopf, P. E. (1980). Burnout among teachers of exceptional children. *Exceptional Children, 47*, 18-23.

White, J. S. (1989). *Special education personnel in Idaho: A statewide study of attrition, needs, and opinions*. Boise: Idaho Department of Education.

Whitworth, J. E. (1994, November). *Personnel recruitment and retention in special education: Meeting the challenge*. Paper presented at the 17th Annual Conference of the Teacher Education Division, Council for Exceptional Children, San Diego, CA.

Zabel, R. H., & Zabel, M. K. (1982). Factors in burnout among teachers of exceptional children. *Exceptional Children, 49*, 261-263.

NSTEP also has some information on attrition factors and retention strategies for related service personnel. Please contact NSTEP staff at 703-519-3800 for this information.

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

NOTICE

REPRODUCTION BASIS

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☑ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").